

CURRICULUM AND ASSESSMENT POLICY

This Policy was updated in August 2018.

The Policy will be reviewed and updated annually.

Trustee with Responsibility: Lesley Carrington, Teaching and Learning Team

The Treehouse School

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Curriculum and Assessment Policy

The Treehouse Trust's Vision

We aim to influence and change the education system in the UK, demonstrating that an alternative, contemporary model can equip children with the confidence, skills and capacities they need to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.

The Treehouse Trust's Mission

Founded in 2011, The Treehouse is committed to providing the best primary school experience for children and their families through its innovative child-centred approach. Over time, children thrive, becoming autonomous learners, well prepared for the next phase of their educational journey, and later, for the world of work, leisure and relationships.

The Treehouse School aims to:

- provide a safe and stimulating environment in which children feel happy and secure;
- promote the well-being of children, develop their confidence and self-esteem and extend their ability to communicate their feelings in a variety of ways;
- provide and create learning opportunities that challenge children physically and mentally, stimulate interest and imagination, and lead to high levels of engagement both indoors and outdoors, onsite and offsite;
- enhance the emotional, social, physical, creative and intellectual development of each child;
- provide children with time and opportunity to explore their own interests, make their own decisions and choices, developing their capacity to work independently and collaboratively;
- encourage children to explore, appreciate and respect their environment, becoming responsible citizens of the future;
- promote and develop positive attitudes and respect towards self and others.

The Curriculum

Through a range of experiences, contexts and different activities, we aim to develop children's:

- Levels of well-being;
- Involvement/attitude to Learning;
- Language and communication;
- Logical and mathematical thinking;
- Understanding of the social world;
- Self-organisation and entrepreneurship;
- Health and Lifestyle;
- Emotional health;
- Gross motor skills;
- Fine motor skills;
- Artistic expression;
- Understanding of the physical world.

We have used The National curriculum as a source of reference. The knowledge, skills and understanding we wish to develop in each of these areas can be found in Appendix two.

Whilst our goal is to provide a broad and balanced education, we also wish to capitalise on the children's interests and respond to local and national events and opportunities as they arise. Our plans are therefore subject to change. Broad themes enabling the children to further develop their individual interests and areas of knowledge are identified annually. This academic year (2018 – 2019), areas of study are:

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- Keeping Healthy and Safe (science focus);
- What does the World Taste like (geography focus);
- The show must go on! (arts focus).

We also aim to achieve quality and depth of learning rather than complete coverage of the curriculum- recognising that the development of essential skills, attitudes and qualities in children are our priority.

Core Areas of The Curriculum

The school has prioritised raising children's levels of well-being and involvement above all other areas of learning (see Appendix 1). Research has shown that when these areas are high children are more likely to achieve success in other areas of their learning and development.

In addition, we believe it is essential for children to develop their language and communication and mathematical skills. Weekly timetabled sessions are allocated to these areas so that key skills can be taught.

Workshops/Choice and Challenge

Opportunities for children to develop their skills and understanding in the other areas of the curriculum take place during workshops or choice and challenge when children are given time on a weekly basis to follow their own interests.

Our school week comprises a combination of timetabled periods when the adults teach specific skills to groups of children; optional workshops initiated mainly by adults; and periods of time for children to follow their own interests, with guidance and interventions from the adults.

Assessing Each Child's Progress

Each child's progress is assessed using a five-scale description - level 3 is considered to be the score the majority of learners of a certain age would achieve, with level 1 being very low and 5 very high.

During their termly Focus Child Week, each child is allocated a level which captures their overall performance in each area of their learning. This information is shared with parents and the child.

For more information, please see the Assessment Policy.

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Levels of Well Being and Involvement – Appendix 1

The Leuven Scale for Well-being
<p>Emotional well being Well-being focuses on the extent to which an individual feels at ease with them self, and the vitality and self-confidence they exhibit. It is a crucial component of emotional intelligence and good mental health.</p>
<p>1) Extremely low The individual shows signs of discomfort and may look anxious, sad or angry. S/he is wary and may be withdrawn; has difficulty interacting and responding to others, and their environment appropriately.</p>
<p>2) Low The child's posture, facial expression and actions indicate that they do not feel at ease however, the signals are less explicit than those exhibited in level 1. This sense of discomfort is not expressed the whole time.</p>
<p>3) Moderate The child shows little or no emotion or signs demonstrating sadness or pleasure, comfort or discomfort. S/he operates at a 'neutral' level.</p>
<p>4) High The child shows obvious signs of satisfaction (as listed under level 5), however, these signals are not consistently evident.</p>
<p>5) Extremely high The child looks happy and is cheerful. They are lively and full of energy. The child appears relaxed and does not show any signs of stress or tension. He /she makes the most of the environment. The child expresses self-confidence and self-assurance.</p>
The Leuven Scale for Involvement
<p>Level of involvement Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.</p>
<p>1) Low Activity Activity at this level can be simple, stereotypic, repetitive and passive. The child is inattentive and displays no energy. There is an absence of cognitive demand. Typically, the child may stare into space. N.B. This may be a sign of inner concentration.</p>
<p>2) A Frequently Interrupted Activity The child is engaged in an activity but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her involvement is not enough to return to the activity.</p>
<p>3) Mainly Continuous Activity The child is busy at an activity but it is at a routine level and the real signals for involvement are missing. There is some progress but energy is lacking and concentration is at a routine level. The child can be easily distracted.</p>
<p>4) Continuous Activity with Intense Moments The child can become absorbed in an activity returning to it after interruptions. Stimuli, from the surrounding environment, however attractive, cannot seduce the child away from the activity.</p>
<p>5) Sustained Intense Activity The child shows continuous and intense activity revealing the greatest involvement. In the observed period there will be evidence of: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.</p>

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Emotional Health - Appendix 2

<u>Laever's Developmental Domain:</u> Emotional Health	<u>Multiple Intelligences:</u> Self and Learner Smart	<u>National Curriculum Areas:</u> Personal, Social and Emotional, IT (Social Media)
<p>If high levels of well-being are evident it reflects inner contentment. It reveals a child who is comfortable in their own skin and has good self-confidence and self-esteem. The child is in touch with his/her own feelings, takes pleasure from what the environment offers, enjoys the company of others (children and adults) and has strategies for coping with painful experiences and setbacks (resilience). Emotional health is fundamental for a happy life.</p>		
<p>Key Aims:</p> <ul style="list-style-type: none"> • To become resilient learners. • To develop an understanding of themselves, make informed choices and understand what influences their decisions and their behaviour. 		
Key Areas:	<ul style="list-style-type: none"> • Multiple intelligences, emotions, behaviour, physical and emotional safety, resilience. 	
Key attitudes, understanding & knowledge:	<p>Children are able to:</p> <ul style="list-style-type: none"> • reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • understand what positively and negatively affects mental and emotional health -recognising what they like and dislike. • make real, informed choices (including recognising that choices can have positive, neutral and negative consequences) that improve their emotional health. • deepen their understanding of good and not so good feelings, to extend their vocabulary enabling them to explain both the range and intensity of their feelings to others and to develop simple strategies for managing feelings. • recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. • Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media • recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • understand and follow rules for keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) • take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; • respond appropriately towards people who look after them, their family networks. Know who to go to if they are worried and how to attract their attention 	

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	<ul style="list-style-type: none"> • recognise that they share a responsibility for keeping themselves and others safe, know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. • manage change, including transitions and loss and the associated feelings (including moving home, losing pets or friends, bereavement, divorce) • share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • understand that household products, including medicines, can be harmful if not used properly • Develop a growth mindset: embrace challenge; persist despite obstacles; see effort as a path to mastery; learn from feedback and mistakes; reflect on progress; identify strong strategies; be inspired by other's success; recognise when in the learning pit.
Key Contexts for Learning:	<ul style="list-style-type: none"> • Early Activity, morning Meeting, choice and Challenge, weekly workshops, focus Child week, brain breaks, Garden Guardian, forest school, story time, leaf challenges.

Emotional health

If high levels of well-being are evident it reflects inner contentment. It reveals a child who is comfortable in their own skin and has good self-confidence and self-esteem. The child is in touch with his/her own feelings, takes pleasure from what the environment offers, enjoys the company of others (children and adults) and has strategies for coping with painful experiences and setbacks (resilience). Emotional health is fundamental for a happy life.

Level 1: VERY LOW

Struggles with controlling and expressing emotions. Signals are: lack of energy or restlessness, avoiding contact or engagement with others and impulsivity. Displays dominant/destructive/aggressive behaviour, lacks resilience.

Level 2: LOW

Starting to control and express emotions, gaining self-confidence in the process. Not completely comfortable in the setting, but when prompted, can use a range of strategies to deal with uncomfortable/unfamiliar contexts and interactions.

Level 3: AVERAGE

Can generally control own emotions. Beginning to express how they are feeling. Demonstrating a growing self-confidence in a range of familiar situations. Has a growing bank of strategies to draw upon to help deal with uncomfortable/unfamiliar contexts or interactions. Demonstrates growing resilience in the face of adversity.

Level 4: HIGH

Can express feelings/control own emotions. Feels comfortable and content within the setting. Self-confidence and self-esteem are good. Copes with a range of situations/interactions appropriately. Resilient and able to cope with set-backs. Embraces challenge.

Level 5: VERY HIGH

Feels good about him/her self and demonstrates high self-confidence and self-esteem in a variety of situations. Doesn't easily become intimidated. Sticks up for him/herself without being defensive. Is in touch with his or her own feelings and can cope with painful experiences. Displays inner contentment but at the same time is enthusiastic and open-minded.

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Gross Motor Development

<u>Laever's Developmental Domain:</u> Gross Motor Development	<u>Multiple Intelligences:</u> Body Smart	<u>National Curriculum Areas:</u> Physical Education
<p>Competence in this area involves the ability to co-ordinate different parts of the body and control of the muscular system in order to achieve a certain aim or perform a particular task. This requires well-developed body awareness: being in touch with your 'own body', being aware of one's posture and the body's position in relation to the surroundings and spatial awareness. Excellence in this domain can be linked to all forms of artistic expression such as dance and drama.</p>		
<p>Key Aims:</p> <ul style="list-style-type: none"> • To inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. • To be able to co-ordinate and control different parts of the body to achieve a goal or perform a task. • To build character and develop and embed other qualities and values such as perseverance, fairness and respect. 		
Key Areas:	<ul style="list-style-type: none"> • Games, gymnastics, swimming, dance, judo, walking, cycling. 	
Key attitudes, understanding & knowledge:	<p>Children are able to:</p> <ul style="list-style-type: none"> • Master: running; jumping; throwing; catching; climbing; skipping; batting in isolation and combination. • Develop: stamina, flexibility, strength, technique, control, balance, agility and co-ordination. • Play competitive games and apply basic principles for attacking and defending. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Perform dances using a range of movement patterns. • Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations. • Evaluate and compare performance with previous one and demonstrate improvement to achieve personal best. • Be physically active for sustained periods of time. 	
Key Contexts for Learning:	<p>Travelling to school, PE lessons (dance, swimming, judo, cricket, rounders, netball, skipping), lunch time, brain breaks, cycling, forest school.</p>	

Gross Motor Development

Competence in this area involves the ability to co-ordinate different parts of the body and control of the muscular system in order to achieve a certain aim or perform a particular task. This requires well-developed body awareness: being in touch with your 'own body', being aware of one's posture and the body's position in relation to the surroundings and spatial awareness. Excellence in this domain can be linked to all forms of artistic expression such as dance and drama.

Level 1: VERY LOW

For his/her age lacks control and fluency in situations that demand (complex) movement. These movements are performed slowly or awkwardly indicating how difficult they are finding them. Responses to

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obstacles or signals are slow. They often stumble, push things over or easily give up. They have difficulty copying movements, following patterns, and struggle to keep in time with the rhythm even when modelled.

Level 2: LOW

Spatial and body awareness are low for his/her age with physical tasks proving a challenge. Can pick up basic patterns and is starting to develop rhythm. With practice can achieve some hand-eye co-ordination in ball games but may find reacting in different situations difficult.

Level 3: AVERAGE

Has for his/her age developed some co-ordination in body movement. Can copy and remember basic patterns of movement which are performed with some rhythm and fluidity. Hand-eye co-ordination and reaction times are in line with the ability you would expect for his/her age, which is particularly evident in ball games.

Level 4: HIGH

Shows well developed physical co-ordination for his/her age. Movements are fluid and rhythmical with a good level of performance skill. Complex patterns can be learned and performed from memory. Achieves physical tasks and aims with ease, showing good balance and spatial awareness.

Level 5: VERY HIGH

Shows excellent physical skills – for his/her age which are demonstrated in a broad range of situations in which movement is required. It is a pleasure observing his/her movements in space: supple and graceful, with great efficacy, at a measured pace, rhythmical, readily reacting to changes and signals. Easily picks up new patterns of movement (like gestures, tumbling, dance).

Fine Motor Development

<p><u>Laever's Developmental Domain:</u> Fine motor development</p>	<p><u>Multiple Intelligences:</u> Picture, Practically and Word Smart</p>	<p><u>National Curriculum Areas:</u> Art: drawing Design Technology English: Handwriting</p>
<p>Competence in this area relates to individual dexterity in handling all sorts of tools and objects which require meticulous co-ordination for example, scissors, pencils, a computer mouse or in handling small items such as beads and Lego, or in completing practical tasks such as buttoning a coat, dressing a doll, using cutlery. In addition to this manual skill (using hands and fingers) it also relates to the control of other parts of the body like using their eyes (blinking), controlling their tongue and facial expressions.</p>		
<p>Key Aims:</p> <ul style="list-style-type: none"> • To become proficient in drawing, painting, sculpture and other art, craft and design techniques. • To develop practical expertise to perform everyday tasks confidently. • To develop a fluent, legible and eventually speedy joined handwriting style. 		
<p>Key Areas:</p>	<ul style="list-style-type: none"> • Drawing, painting, sculpting, making, handwriting. 	
<p>Key attitudes, understanding and knowledge:</p>	<p>Children are able to:</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. • Build structures, exploring how they can be made stronger, stiffer and more stable • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower and upper case letters correctly, starting and finishing in the right place • Form digits 0-9 	

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	<ul style="list-style-type: none"> • Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these • Use spacing between words that reflects the size of the letters • Write with increasing fluency, legibility and speed • Choose the writing implement best suited for a task
Key Contexts for Learning:	Choice and Challenge, weekly workshops, lunch times, cooking, gardening, forest school, going for gold.

Fine Motor Development

Competence in this area relates to individual dexterity in handling all sorts of tools and objects which require meticulous co-ordination for example, scissors, pencils, a computer mouse or in handling small items such as beads and Lego, or in completing practical tasks such as buttoning a coat, dressing a doll, using cutlery. In addition to this manual skill (using hands and fingers) it also relates to the control of other parts of the body like using their eyes (blinking), controlling their tongue and facial expressions.

Level 1: VERY LOW

Has for his/her age difficulty performing tasks where dexterity is required. Needs help in many activities/situations. Handles tools in an awkward way. Avoids tasks that require fine motor skills. Attempts lead to a rough result. Makes unnecessary secondary movements. Often accidents occur (dropping objects, knocking things over, spilling, gluing things crookedly, drawing and colouring outside the lines).

Level 2: LOW

Gaining control when undertaking tasks that require dexterity and achieving good levels when an adult is supervising. Outcomes are variable dependent upon the levels of input and support.

Level 3: AVERAGE

Shows competence in performing tasks where dexterity is required such as cutting, sewing and colouring for his/her age. Can tackle most tasks that require fine motor skills with some confidence. Learns quickly from modelling and is willing to try things for him/herself. Has more control over his/her body, and the materials used. Independent outcomes are recognisable and of a reasonable quality.

Level 4: HIGH

Is very good at handling and manipulating tools and materials independently for their age. Able to select the correct tool/material for the job and to sustain concentration. Learns quickly from modelling/input. Outcomes are good or better.

Level 5: VERY HIGH

Very skilful in handling small objects and tools Is for his/her age. Able to independently perform complex tasks fluently and with precision. Responds to new stimulus and input immediately and with accuracy e.g. calligraphy. When completing tasks concentrates and is able to isolate the action from the rest of the body. Easily picks up new patterns of movement.

Language and Communication – Speaking and Listening

<u>Laever's Developmental Domain:</u> Language and Communication	<u>Multiple Intelligences:</u> Word and People Smart	<u>National Curriculum Areas:</u> English, IT, (Personal,) Social (and Emotional Education)
This domain is about mastering language as an 'instrument' to express in an accurate and powerful way, both orally and in writing, something one experiences, feels or thinks. Through this, the original experience or thought becomes sharper (for oneself) and at the same time, accessible to others.		
Key Aims:		

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<ul style="list-style-type: none"> To develop all children's confidence and competence in spoken language and listening skills. To participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. 	
Key Areas:	<ul style="list-style-type: none"> Speak and listen in a range of contexts and for a range of purposes.
Key attitudes, understanding and knowledge:	<p>Children are able to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate mediums for effective communication ask relevant questions to extend understanding and knowledge use relevant strategies to build vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates
Key Contexts for Learning:	Morning Meeting, lunchtimes, peer interactions, planned/rehearsed opportunities (<i>Assemblies, presentations, visits to Day Centre</i>), unplanned opportunities (<i>interacting with peers, visitors, answering the telephone/front door</i>) story time.

Language and Communication – Speaking and Listening

This domain is about mastering language as an 'instrument' to express in an accurate and powerful way, both orally and in writing, something one experiences, feels or thinks. Through this, the original experience or thought becomes sharper (for oneself) and at the same time, accessible to others.

Level 1: VERY LOW: Speaking and Listening

For their age, the child's verbal competence is poor: s/he has difficulties understanding other people or communicating with others. Language used is very simple.

Level 2: Low: Speaking and Listening

The child is learning how to listen more attentively but finds it difficult to sustain appropriate behaviours such as body language and facial expressions. Beginning to share things that interest them with other people, sometimes at an inappropriate time. The child responds when spoken to; but often relies on others to initiate and propel conversations.

Level 3: Average: Speaking and Listening

The child is becoming better at gauging when to speak and when to listen. Learning how to attract the interest of their audience e.g. selecting the most interesting pieces of information to share with others; speaking with expression; making eye contact. When prompted, asks/answers (relevant) questions, knowing the difference between a question and a statement.

Level 4: High: Speaking and Listening.

The child speaks clearly, structuring what is said including, if appropriate, a beginning, middle and end. Asks a range of questions e.g. To seek clarification, solve a problem, glean new knowledge. Can respond to

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questions giving extended explanations, or an appropriate response if the answer is unknown. The child can initiate and propel conversations with familiar and less familiar people. Listens attentively, responding appropriately.

Level 5: Very High. Speaking and Listening

For their age, the child communicates with fluency and accuracy, expressing thoughts and feelings using a wide vocabulary. Adapts their speech in both formal and informal situations, to suit the audience and purpose, knowing when to speak and when to listen. Initiates and can sustain discussions and conversations, clearly articulating thoughts and opinions. Readily ask and answer questions.

Language and Communication – Reading

Laever's Developmental Domain: Language and Communication	Multiple Intelligences: Word	National Curriculum Areas: English, IT
In a passive sense, linguistic competence demonstrates the skills required to easily understand and access what other people express in all forms (orally and in writing) and through all kinds of media (television, radio, film, drama, the internet).		
<p>Key Aims:</p> <p>To be able to read fluently, and with confidence.</p> <p>To develop children's comprehension skills so that they can read and enjoy a range of texts.</p> <p>To encourage all children to read widely across both fiction and non-fiction to establish an appreciation and love of reading and to gain knowledge.</p>		
Key Areas:	<ul style="list-style-type: none"> • Decoding, comprehension, response, fiction, non-fiction, poetry. 	
Key strategies, attitudes, understanding and knowledge:	<p>Children are able to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills to decode words • read accurately by blending sounds in unfamiliar words • read common high frequency words, multisyllabic words and words with contractions • read words containing common suffixes and prefixes • read books aloud, accurately, that are consistent with their ability • use a range of strategies to develop fluency such as using sounds, the sentence, context and rereading books • check that the text makes sense to them as they read, and correct inaccurate reading • recommend books that they have read to their peers, giving reasons for their choices • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently • become familiar with a range of fiction including fairy stories and traditional tales, stories by a range of high quality authors, myths, legends and books from other cultures and traditions • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • discuss the significance of the title and main events • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen on the basis of what has been read so far and from details both stated and implied 	

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	<ul style="list-style-type: none"> • be encouraged to link what they read or hear to their own experiences • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • ask questions to improve their understanding • discuss word meanings, linking new meanings to those already known • use dictionaries to check the meaning of words • explain clearly their understanding of what is read to them • identify the main idea or theme in a wide range of books • make comparisons within and across books • learn how non-fiction books are structured and retrieve, record and present information from • prepare poems and play scripts to read aloud and to perform
Key Contexts for Learning:	Environmental reading (e.g. boards), choice and challenge, Going for Gold, buddy reading, story time, Free Choice Friday

Language and Communication - Reading

This domain is about mastering language as an 'instrument' to express in an accurate and powerful way, both orally and in writing, something one experiences, feels or thinks. Through this, the original experience or thought becomes sharper (for oneself) and at the same time, accessible to others. In a passive sense, linguistic competence demonstrates the skills required to easily understand and access what other people express in all forms (orally and in writing) and through all kinds of media (television, radio, film, drama, the internet).

Level 1: VERY LOW: Reading

The child enjoys sharing books, rhymes and songs. S/he knows their name and can recognise it in print.

For older children: has a limited sense of symbols and does not reflect on language.

Level 2: Low: Reading

The child has secured some simple sounds and high frequency words; with encouragement, they are beginning to relate them to print. S/he recognises rhyme and is able to segment and blend CVC words. Enjoys sharing and talking about books with an adult. Is becoming aware of some of the ways to find information of interest e.g. skimming, search engines, contents/index. Enjoys looking at information books and screens that contain images and information.

Level 3: Average: Reading

The child can read and understand simple texts using a range of strategies including sounds, high frequency words, context, and grammar. Enjoys listening to and talking about shared stories and information texts. Knows the difference between fiction and non-fiction books, and can navigate his/her way around information texts using different tools.

Level 4: High: Reading.

The child can read more complex texts with fluency, expression and understanding. Uses a range of strategies to work out the meaning of unfamiliar vocabulary. Range of independent reading is expanding, and includes quality, age appropriate texts. Enjoys listening to and talking about shared stories and information texts. Can read a range of information texts, skimming and scanning to locate the information they need, becoming more selective and tenacious in finding information.

Level 5: Very High: Reading

The child reads with fluency and understanding both for pleasure and information. Asks and answers questions and makes relevant, sophisticated comments when sharing books and texts

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with others. Can interpret a range of information books and texts, at speed, to locate relevant information. Able to locate, read, understand, synthesise and share information.

Language and Communication - Writing

<u>Laever's Developmental Domain:</u> Language and Communication	<u>Multiple Intelligences:</u> Word	<u>National Curriculum Areas:</u> English
This domain is about mastering language as an 'instrument' to express in an accurate and powerful way, both orally and in writing, something one experiences, feels or thinks. Through this, the original experience or thought becomes sharper (for oneself) and at the same time, accessible to others.		
Aims: To be able to write with confidence and enthusiasm for a range of audiences and purposes.		
Key Areas:	Transcription (spelling and handwriting); composition (articulating ideas and structuring them in speech and writing) story, poetry, recounts, instructions, non-chronological report, explanations, persuasive.	
Key attitudes, understanding & knowledge:	<p>Spelling Children are able to:</p> <ul style="list-style-type: none"> • learn how to spell, using a range of strategies including sounds, syllables, visual, rules, repeated tries, • learn high frequency words (regular and irregular) and the days of the week, months of the year • name and order the letters of the alphabet • add prefixes (un) and suffixes (ing, -ed, -er and -est -ment, -ness, -ful, -less, -ly) • use apostrophes for possession in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • spell some words with 'silent' letters [for example, knight, psalm, solemn] • use knowledge of morphology and etymology in spelling • use the first 2 or 3 letters of a word to check spellings and meanings in a dictionary or spell checker. • use a thesaurus <p>Writing – composition Children are able to:</p> <ul style="list-style-type: none"> • write sentences by: planning, saying out loud or writing down ideas and/or key words/vocabulary, draw on reading and research where necessary • progressively use an increasing range of sentence structures and varied and rich vocabulary • look at writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • sequence sentences to write narratives (creating settings, characters, plot atmosphere and integrating dialogue), non-narrative material, using simple organisational devices [for example, headings and sub-headings, bullet points, underlining] and poetry • organise paragraphs around a theme • use a wide range of devices to build cohesion within and across paragraphs • reread writing to check that the writing makes sense • proofread to check for errors in spelling, grammar and punctuation • assess and discuss what they have written with the teacher or other pupils and comment on • the effectiveness of their own and others' writing • read their writing aloud, clearly enough to be heard by their peers and the teacher 	

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	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Writing - vocabulary, grammar and punctuation Children are able to:</p> <ul style="list-style-type: none"> • leave spaces between words • join words and clauses using or, and, or but, when, if, that, or because when, if, because, although • punctuate sentences using a capital letter and a full stop, question mark, exclamation mark, commas for lists, apostrophes for contracted and possessive forms • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • recognise a noun, verb, adjective • use commas, hyphens, brackets, dashes, semicolons, colons or dashes, punctuate bullet points consistently • use the present and past tenses correctly and consistently • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use and correctly punctuate direct speech • expand noun phrases to describe and specify [for example, the blue butterfly]
<p>Key Contexts for Learning:</p>	<p>Log Book, Learning Logs, Choice and Challenge, responding to marking, writing workshops, Going for Gold.</p>
<p>Language and Communication - Writing</p> <p>This domain is about mastering language as an 'instrument' to express in an accurate and powerful way, both orally and in writing, something one experiences, feels or thinks. Through this, the original experience or thought becomes sharper (for oneself) and at the same time, accessible to others. In a passive sense, linguistic competence demonstrates the skills required to easily understand and access what other people express in all forms (orally and in writing) and through all kinds of media (television, radio, film, drama, the internet).</p> <p>Level 1: Very LOW: Writing Uses a range shapes and symbols to convey meaning. Has no understanding of letter: sound correspondence. Meaning changes when child 'reads-back' what they have written.</p> <p>Level 2: Low: Writing Has a go at writing for different purposes, using some sounds, common frequency words and leaving finger spaces. The child is learning how to form cursive letters and numbers correctly. Usually able to read his/her writing back. Understands the difference between being an author and a secretary.</p> <p>Level 3: Average: Writing The child writes with confidence and enthusiasm, combining words and pictures about subjects that interest him/her. Able to write and punctuate simple sentences spelling some high frequency words correctly, others phonetically. Demonstrate a growing bank of high frequency words and spelling strategies e.g. Look-say-cover-write-check, and spelling rules including recognising that each syllable has a vowel, adding 'ed' to past tense verbs, dropping the 'e' to add 'ing'. Learning how to join their writing correctly.</p> <p>Level 4: High: Writing. The child has developed a fluid joined handwriting style. Beginning to experiment and adapt their writing for different audiences and purposes, sometimes using devices like mind maps and writing frames to help plan their work. Understand and use compound sentences and can punctuate a 'perfect' sentence appropriately. The child is beginning to group sentences into</p>	

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paragraphs and use a range of sentence starters. Recognise and starting to use complex sentences. Understand the difference between the role of the author and secretary, rereading their work to identify where improvements can be made. They are at the transitional stage of spelling and know and can apply a range of spelling strategies.

Level 5: Very High: Writing

The child is beginning to make stylistic choices about how they want their joined handwriting to look. Can write at speed and present his/her ideas for a range of audiences and purposes, using devices to capture the reader's attention and interest. E.g. Story, report, Powerpoint, recount. Revise and edit their own writing, making improvements as they go. Spelling is generally correct, drawing on a range of spelling strategies. Polysyllabic words are phonetically sound.

Artistic Expression

<p><u>Laever's Developmental Domain:</u> Artistic Expression</p>	<p><u>Multiple Intelligences:</u> Practically Smart, Picture, Body, Word and Music Smart</p>	<p><u>National Curriculum Areas:</u> DT, Art, Dance, Drama and Music</p>
<p>Artistic expression includes the ability to understand and enjoy the artistic expression of others, as well as being able to use all kinds of means/media to represent an experience, idea, sensation, feeling or thought. Outcomes demonstrate the child's imagination as well as helping them to process the experience and to share it with others. Artistic expression comprises the following areas: art and design; language (words/poetry/stories/role play/drama); movement (dance in all forms) and musical expression.</p>		
<p>Key Aims: Children are able to:</p> <ul style="list-style-type: none"> • use creativity, imagination and practical expertise to perform everyday tasks confidently, and to design and make products that solve real and relevant problems within a variety of contexts. • critique, evaluate and test their ideas and products and the work of others • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others • have the opportunity to learn a musical instrument, • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 		
<p>Definition:</p>	<p>Art is a diverse range of human activities in creating visual, auditory or performing artefacts (artworks), expressing the author's imaginative or technical skill, intended to be appreciated for their beauty or emotional power.</p>	
<p>Key Areas:</p>	<p>Designing, making, evaluating, drawing, painting, sculpture, crafts, great artists, drama, dance, great composers, singing, music making</p>	
<p>Key attitudes, understanding & knowledge:</p>	<p>Design Children are able to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through discussion, drawing, templates, sketches, mock-ups and, where appropriate, information and communication technology. 	

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	<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics and aesthetic qualities. • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria and consider the views of others to improve their work • Explore and use mechanisms [for example, levers, gears, pulleys, sliders, wheels and axles], in their products. • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. • use a range of materials creatively to design and make products • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • create sketch books to record their observations and use them to review and revisit ideas t • develop a wide range of art and design techniques, using colour, pattern, texture, line, shape, form and space • know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Choreograph and perform dances using a range of movement patterns. • participate in performances, role play and improvisations • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically developing an understanding of musical composition, organising and manipulating ideas • listen with concentration and understanding to a range of high-quality live and recorded music including music from different traditions and from great composers and musicians
<p>Key Contexts:</p>	<p>Weekly Workshops, Choice and Challenge, Dance/Dance Festival, Story time, visits.</p>
<p>Artistic Expression (visual arts, music and practical) Artistic expression includes the ability to understand and enjoy the artistic expression of others, as well as being able to use all kinds of means/media to represent an experience, idea, sensation, feeling or thought. Outcomes demonstrate the child's imagination as well as helping to process the experience and share it with others. Artistic expression comprises the following areas: art and design; language (words/poetry/stories/role play/drama); movement (dance in all forms) and musical expression.</p>	
<p>Level 1: VERY LOW The child does not engage with the arts. Is not able to age appropriately express him/herself adequately in any of the 4 areas. Has a limited awareness of the opportunities within each of the areas, and is unable to use the narrow range of techniques and skills s/he does have, without relying heavily on others for support and stimulus.</p>	
<p>Level 2: LOW</p>	

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The child is starting to show an interest in some areas of the arts. When prompted, uses a growing bank of techniques and skills to express his/her self. Continue to be dependent on others for direction and reassurance.

Level 3: AVERAGE

The child is beginning to gain more pleasure from different art forms, and is able to respond to them when given a structure to work from. Starting to experiment with different techniques and skills with increased independence and confidence.

Level 4: ABOVE AVERAGE

The child engages with, and responds to, a variety of art forms with increasing independence, drawing on a range of stimuli and experiences. Experiments with his/her own ideas and has a growing bank of techniques through which s/he expresses their feelings or experiences.

Level 5: VERY HIGH

The child enjoys a variety of art forms, and can express his/her feelings or experiences through artistic activities in one or more of the four areas. Creative and has original ideas, with an eye for aesthetics, successfully using different elements (e.g. symbols, colour, proportions, harmony, composition, pace, rhythm) to represent their ideas.

Understanding the Physical World

<u>Laever's Developmental Domain:</u> Understanding the physical world	<u>Multiple Intelligences:</u> Nature and Learner Smart	<u>National Curriculum Areas:</u> Geography, Science
<p>This domain encompasses the sciences and some areas of geography/technology. It focuses on the child's ability to demonstrate knowledge and understanding of the physical world, ranging from matter (sand grains to galaxies) to living creatures (unicellular organs to human beings). As well as having an intuitive awareness and understanding of all kinds of physical phenomena and how they behave, it includes the ability to predict what might happen to a range of materials, and how they might react in different situations. The domain also extends to understanding how the 'laws of nature' have helped to create tools and designs to survive and make life easier.</p>		
<p>Key Aims: To enable all children to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific and geographic ideas by using different strategies including scientific enquiry, fieldwork and research to answer their own questions. Children should begin to use appropriate vocabulary to talk about what they discover communicating their ideas to a range of audiences in a variety of ways. Most of the learning in this area should take place through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p>		
<p>Key Areas: Countries, continents and oceans, UK/contrasting non-European/European countries, weather and climate, climate change, local environment flora and</p>		

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	fauna, reproduction, materials, light, sound, forces, magnets, earth and space, electricity
Key attitudes, understanding & knowledge:	<p>Children are able to:</p> <ul style="list-style-type: none"> • ask and answer their own questions using a range of research strategies and sources sharing what they find out with different audiences • name and locate countries, capital cities, continents and oceans around the world. • learn more about their local area and environment, looking at human and physical geography. • learn more about other locations around the world, comparing and contrasting these locations with their own. • understand more about the climate and weather in the UK and further afield • Think about the impact of human activity on the environment (both positive and negative) and be involved in different projects and activities to improve it. • learn and use a range of vocabulary to describe different places and phenomena e.g. coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, volcano, earthquake • use different second sources to find out more about the world e.g. atlases, globes, maps, aerial photographs • devise simple maps and keys and use simple compass directions to describe the location of features and routes on a map • explore the world around them and ask their own questions recognising that they can be answered in different ways e.g. asking people questions, using secondary sources • plan and perform simple tests and investigations using measurements and equipment to gather and record data, drawing conclusions and sharing what they have discovered • develop observation skills learning how to be systematic and noticing changes/patterns over time • learn more about the local environment throughout the year to explore what grows and lives there eg wild flowers, vegetables, trees, fish, amphibians, reptiles, birds and mammals • study plants and animals in more depth as opportunities arise e.g. identifying the functions of different parts of a plant, requirements for growth and life, reproduction. • learn more about and investigate different materials e.g. wood, plastic, glass, metal, water and rocks/properties; their uses, properties and origins. • Compare and group materials according to whether they are solids, liquids or gases and observe how materials change state when they are heated or cooled • Learn more about light, sound, forces, magnets, earth and space, electricity (see National Curriculum for more detail) • Learn and use scientific vocabulary e.g. absorbent, transparent, opaque, herbivore, carnivore, omnivore, deciduous.
Key Contexts:	Forest School, Choice & Challenge, Weekly workshops, Visits, visitors and trips

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Understanding of the Physical World

This domain encompasses the sciences and some areas of geography/technology. It focuses on the child's ability to demonstrate knowledge and understanding of the physical world, ranging from matter (sand grains to galaxies) to living creatures (unicellular organs to human beings). As well as having an intuitive awareness and understanding of all kinds of physical phenomena and how they behave, it includes the ability to predict what might happen to a range of materials, and how they might react in different situations. The domain also extends to understanding how the 'laws of nature' have helped to create tools and designs to survive and make life easier.

Level 1: VERY LOW

For their age, the child is not really receptive or interested in the physical world, or eager to explore their surroundings. Unfamiliar with an array of physical phenomena and have difficulty imagining or predicting (common) effects of combining materials. Unable to draw on prior experiences to solve problems related to the physical environment.

Level 2: LOW

The child is starting to show some interest in the physical world and their environment, especially when surrounded by others who are keen and curious. Rely mainly on others for motivation, stimulus and theories, only sharing thoughts and ideas or becoming involved in projects or investigations when prompted.

Level 3: AVERAGE

The child has a growing interest and understanding of the physical world and their surroundings. Starting to use what s/he knows, and intuition to answer questions and make predictions. With support, asks questions and undertakes projects and investigations, sharing outcomes and conclusions with others. Can make some suggestions when presented with a (technical) problem, some of which may be reasonable.

Level 4: ABOVE AVERAGE

The child is interested in the physical world and keen to explore it. Offer plausible suggestions about the properties and characteristics of a range of objects, materials, living creatures and their environment. Keen to investigate different ideas, and are learning how to do this with more independence. Make a range of suggestions when faced with a (technical) problem.

Level 5: VERY HIGH

The child is very curious and keen to experience and explore the physical world. Has an advanced understanding of the properties and characteristics of a range of objects, materials, living creatures and environments for his/her age. Asks questions and draws on knowledge and previous experiences to predict the outcomes of investigations, drawing sound conclusions from the results. Can suggest appropriate solutions for (technical) problems based on understanding of the physical world.

Understanding the Social World

Laever's Developmental

Domain: Understanding the Social World

Multiple Intelligences:

People Smart and Learner Smart

National Curriculum Areas:

Personal, Social and emotional, History, RE

Social competence is about being in touch with one's own feelings and perceptions as well as being able to empathise with others. Socially aware individuals understand interactions between people intuitively and can predict the behaviour of others in all kinds of situations. They have a host of tools and skills to draw upon when interacting with others, adapting their behaviour and responses to the situation and setting. They are interested in the wider social world, respect and appreciate the beliefs and cultures of others, and have an understanding of the how and why communities organise and conduct themselves.

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<p>Key Aims:</p> <ul style="list-style-type: none"> • To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • To inspire children’s curiosity about the past, helping them to gain knowledge and an understanding of Britain’s past and that of the wider world. • Understand the methods of historical enquiry, including how evidence is used to make historical claims 	
<p>Key Areas:</p>	<p>Different cultures and religions; different periods of history e.g. Early farmers, the Roman Empire and its impact on Britain, Anglo-Saxon invasions and settlements, Viking raids and invasion, the legacy of Greek or Roman culture, World Wars.</p>
<p>Key strategies, attitudes, understanding and knowledge:</p>	<p>Children are able to:</p> <ul style="list-style-type: none"> • Make and act on responsible moral decisions. • Develop social skills and a growing awareness and understanding of how to manage emotions within a range of relationships. • Communicate, cooperate and work effectively with others both in formal and informal settings. • Recognise and manage risky or negative relationships including all forms of bullying and abuse. • Acquire an understanding and a respect for their own culture/values/religion and an interest in, and curiosity about, the differences and way other cultures and religions live and work. • Start to understand the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. • Listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation) and collaboratively towards shared goals • Offer constructive support and feedback to others • Gain interest, knowledge and understanding of Britain’s past and that of the wider world. • Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop their own perspectives and opinions about different historical events • Gain interest, knowledge and understanding of British, local and world history, understanding where the people and events they study fit within a chronological framework • Identify similarities and differences between ways of life in different periods. • Learn key vocabulary associated with history and different periods within it. • Understand some of the ways in which we find out about the past. • Learn about people, events and changes within and beyond living memory. • Learn about changes in Britain over time e.g. Early farmers, the Roman Empire and its impact on Britain, Anglo-Saxon invasions and settlements, Viking raids and invasion, the legacy of Greek or Roman culture.
<p>Key Contexts for Learning:</p>	<p>Early Activity, planned opportunities (e.g. Visits to The Day Centre, Chinese New Year, Choko visitors, Greek Day, Archaeological dig) and unplanned opportunities e.g. brain breaks, answering the door, Weekly Workshops, School Meeting.</p>

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Understanding the Social World

Social competence is about being in touch with one's own feelings and perceptions as well as being able to empathise with others. Socially aware individuals understand interactions between people intuitively and can predict the behaviour of others in all kinds of situations. They have a host of tools and skills to draw upon when interacting with others, adapting their behaviour and responses to the situation and setting. They are interested in the wider social world, respect and appreciate the beliefs and cultures of others, and have an understanding of the how and why communities organise and conduct themselves.

Level 1: VERY LOW

S/he has for their age little insight into their own feelings and needs. They have difficulty empathising with other people, or understanding other people's behaviour or motives. As a result, interactions are often inappropriate and the child has little success in socialising with others. Shows little interest in the strengths, beliefs or culture of others.

Level 2: LOW

Whilst they continue to put their own needs and feelings above others, the child is starting to understand the impact of their behaviour on others. Behaviour and conduct varies according to the boundaries and structures that are in place. The child has limited interest or understanding of people with different cultural beliefs and needs.

Level 3: AVERAGE

S/he has a growing awareness of their own needs and feelings, and those of others Learning how to behave, 'read' and respond appropriately to others in a range of settings and contexts, and how to form and sustain friendships and relationships. Interested, but have a limited understanding of the wider social world.

Level 4: ABOVE AVERAGE

The child is aware of and sensitive to their own needs and feelings and those of others. Can 'read' and empathise with other people, varying his/her responses and interactions to suit. Behaves well and is keen to conform. Interested in the lives, cultures and beliefs of others.

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Level 5: VERY HIGH

S/he has for their age an acute awareness of their own feelings and needs and those of others, taking this into account when interacting with others. Behaviour in a range of settings and contexts is excellent and a great deal of interest is shown in the people they meet. The child can empathise with others, including those with different needs and those from a diversity of cultures and religions.

Logical and Mathematical Thinking

<u>Laever's Developmental Domain:</u> Logical and mathematical thinking	<u>Multiple Intelligences:</u> Number Smart	<u>National Curriculum Areas:</u> Mathematics
<p>This domain refers to the 'power of abstraction', or the ability to operate beyond the concrete. Learners are able to sort and categorise objects, positioning and number them, discover patterns, linking cause with consequence and with the ability to draw conclusions. They demonstrate a positive attitude and logical thinking, overcoming any difficulties as they arise. They are also good at understanding complex and abstract ideas.</p>		
<p>Key Aims: We aim to develop:</p> <ul style="list-style-type: none"> • Positive attitudes towards mathematics and an awareness of its relevance in everyday life • Competence and confidence in mathematical knowledge, skills and concepts • The ability to solve problems, to reason, think logically; working systematically and with accuracy • Initiative and ability to work both independently and in cooperation with others • The ability to communicate mathematical ideas • The ability to use and apply mathematics across the curriculum and in real life 		
Key Areas:	<p>Counting, place value, comparing, number facts/mental/written, estimation, fractions, percentages, measure Comparing/time/recording/money, shape 2D/3D/angles, algebra, data.</p>	
Key strategies, attitudes, understanding & knowledge:	<p>We aim for children to:</p> <ul style="list-style-type: none"> • Develop a positive attitude, logical thinking, and the skills and strategies needed to identify and solve problems in learning and in life: <ul style="list-style-type: none"> - Identify/ask/understand a problem/question/task; - Make sensible estimates/predictions of the outcomes; - Plan ways to solve/investigate the problem/question; - Tackle and solve the problem/question overcoming any difficulties as they arise; - Review/interpret/spot patterns in solutions/results of problems/questions. - Present solutions/outcomes. • Develop a range of mental/ calculation skills, methods and strategies, and the ability to apply them within a variety of contexts. • Select and use a range of tools, materials and equipment to help solve problems and answer questions. 	

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	<ul style="list-style-type: none"> • Learn key vocabulary in order to process, solve and explain increasingly complex problems; • Understand the properties of shape, position and movement. • Understand the key properties of measure shape, space and handling data. <p>(For more details see Carswell skills grid).</p>
Key Contexts:	Morning Maths, Going for Gold, Maths sessions, Weekly Workshops, choice and challenge.

Logical and Mathematical Thinking

This domain refers to the 'power of abstraction', or the ability to operate beyond the concrete. Learners are able to sort and categorise objects, positioning and number them, discover patterns, linking cause with consequence and with the ability to draw conclusions. They demonstrate a positive attitude and logical thinking, overcoming any difficulties as they arise.

Level 1: Very Low

For their age, the child has a limited ability to understand abstract concepts, relying on the concrete. Unable to solve simple problems without support and find learning new concepts a struggle. Show no real interest or enthusiasm for this area of development.

Level 2: Low

The child is starting to gain confidence, and showing some signs of understanding beyond the concrete. Can retain, conserve and apply prior learning, drawing on it in different contexts. With guidance, can tackle simple problems.

Level 3: Average

The child is developing an interest and some enthusiasm for this area of their development. He/ she is starting to grasp more abstract concepts, and secure them with practise and repetition. A bank of basic skills is being developed which can be used and applied with increasing independence. Relies on support to take through the steps involved in solving a problem. Sometimes spot patterns and links beyond the obvious.

Level 4: High

For their age, the child demonstrates an understanding of concepts at a level beyond their peers. Interested and easily engaged in this area of their development, with the ability to explain his/her understanding and thinking to others. Learn and can apply new concepts with some ease, and enjoy solving problems, looking for solutions beyond the obvious.

Level 5: VERY HIGH

The child can deal with the abstract, articulating and coherently demonstrating understanding of a range of concepts relating to areas such as number, measure, shape, space and handling data. New concepts are quickly picked up and applied. Problems are solved with confidence, applying previous knowledge and skills; s/he can select the quickest route and explain their thinking. S/he uses estimation as part of the process, and checks their answers using an appropriate method as part of any calculation. Spots patterns and links cause/consequence.

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Self-Organisation and Entrepreneurship

<u>Laever's Developmental Domain:</u> Self-organisation/entrepreneurship	<u>Multiple Intelligences:</u> Self and Learner Smart	<u>National Curriculum Areas:</u> Personal, (Social and Emotional)
<p>This domain concerns the ability to organise oneself effectively, and make the most of opportunities that arise. Children who achieve the most success in this area, are able to: make choices; set themselves goals; work hard and persevere to achieve outcomes; reflect and learn from experiences. Self-organisation combined with initiative and creativity results in 'entrepreneurship' and innovation.</p>		
<p>Key Aims:</p> <ul style="list-style-type: none"> • For all children to have positive attitudes to learning, and to be able to set their own goals, work hard and persevere to achieve them. • To demonstrate effective independent learning skills and to become resourceful, reflective learners. 		
Key Areas:	Self-organisation, Growth mindset,	
Key strategies, attitudes, understanding and knowledge:	<p>Easy as 1-2-3: Breaking tasks down into a 1-2-3 process.</p> <ul style="list-style-type: none"> • 1. Get organised means a child gets where s/he needs to be and gathers the supplies needed to complete the task. • 2. Stay focused means sticking with the task and learning to say "no" to distractions. • 3. Get it done means completing the task, checking it, and putting on the finishing touches, like remembering to put a piece of work in the right folder and putting the folder inside the backpack so it's ready for the next day. <p>Once children know these steps, and how to apply them, they can start tackling tasks more independently. This will also help them to feel more self-confident and proud when they're able to accomplish their tasks and responsibilities</p> <p>Growth Mindset:</p> <ul style="list-style-type: none"> • Mistake-making - marvellous mistakes • Challenge - aim high! • Effort - extreme effort • Reflection - to review why something might not be working even though you are putting in lots of effort. Would need to review strategies and think of other possible options to achieve your goal • Feedback - fabulous feedback • Strategies - Strong strategies. <ul style="list-style-type: none"> ○ How are you going to achieve your goal? ○ What are you going to do? ○ Is this the best strategy? ○ Is there more than one way to achieve your challenge? <p>(Great for teaching the children to evaluate different options and justify their choices or to come up with different ideas for how each other can achieve their goals so they can reflect on them and decide which might be best - good for creative thinking and evaluation);</p> <ul style="list-style-type: none"> • The Power of Yet - it's fine not to be able to do it.... you just can't do it YET; 	

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	<ul style="list-style-type: none"> • Praise - powerful praise i.e. to praise someone on something specific that they DO rather than the outcome; • Learning Pit – are you stuck? What colour is the problem? <p><u>Brain Compatible Learning:</u></p> <ul style="list-style-type: none"> • Doing the opposite of your 'lizard' brain
Key Contexts :	Choice and Challenge, Forest School, Weekly Workshops, Log Book, Going for Gold homework, Camp Treehouse, Leaf Challenges,

Self-organisation/entrepreneurship

Level 1: Very Low

The child finds it very difficult to take initiative, relying heavily on others. S/he has difficulty making choices and lacks direction. Finds it difficult to start an activity and to think through the steps required to achieve an outcome. The child gives up easily and rarely achieves a good result in new situations. Does not learn from experience (s), can appear helpless and may be dependent on others.

Level 2: Low

The child is learning how to make choices and decisions but lacks the confidence needed to do this independently. When motivated and well supported, sees an activity or task through to its conclusion and is pleased with the outcome.

Level 3: Average

Over time, the child has learned how to take more responsibility for them self, relying less heavily on those around them. Able to make decisions and choices and can see a project through from start to finish with increasing independence. When hits an obstacle has several strategies to draw upon in order to overcome it.

Level 4: Above Average

The child is highly motivated, keen to participate and inspired by those around them. Organisational skills are well developed for their age and s/he can manage time and the projects they are involved with effectively. Able to persevere, finding different ways to overcome any obstacles encountered. Beginning to experiment and take more risks, displaying more imagination and creativity.

Level 5: Very High

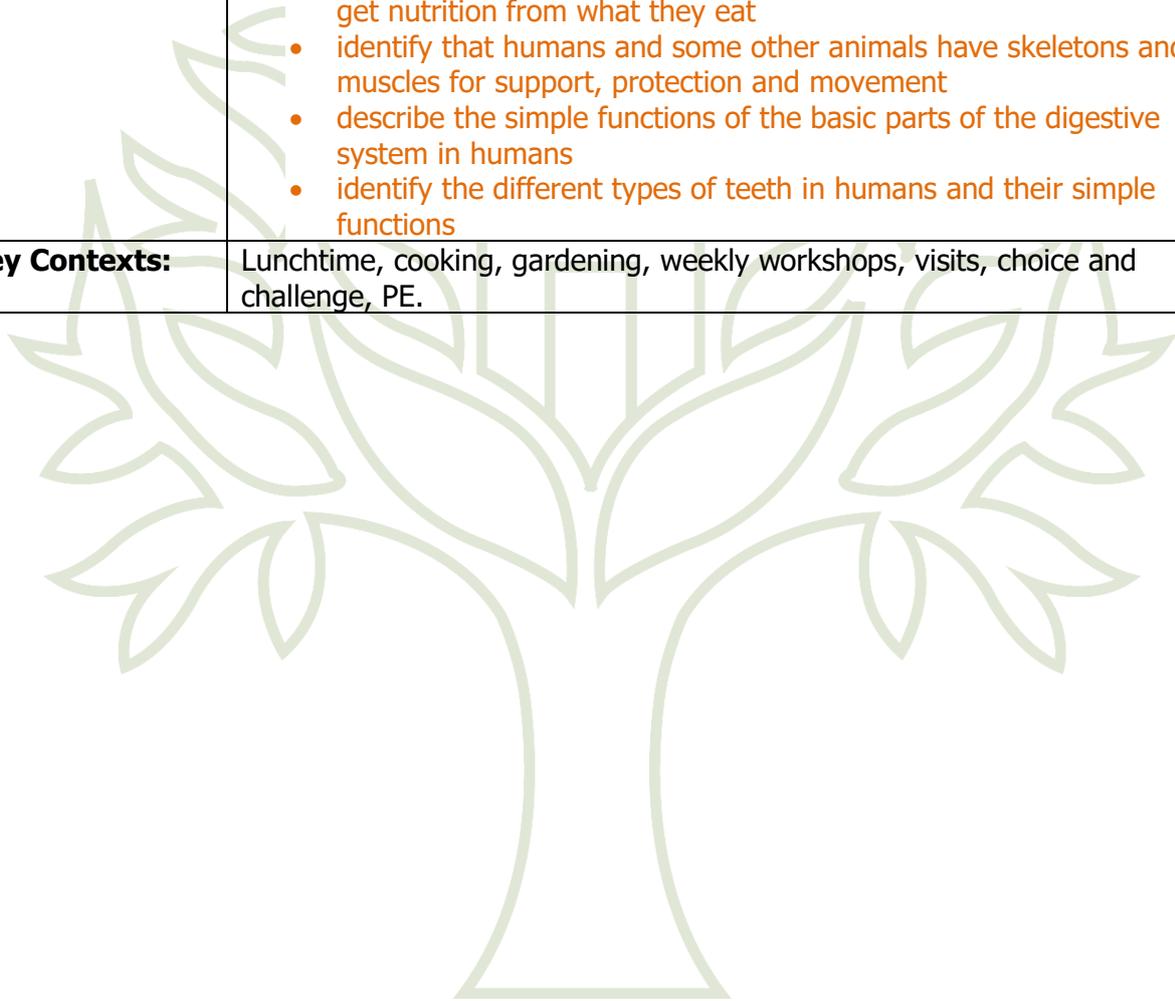
For their age, the child is able to take responsibility and manage them self well. S/he knows what they want, can set goals, embark on an activity without delay and achieve a good result. The child does not give up at the first obstacle and persists in order to reach the goal. Adapts to changing circumstances, working strategically and noticing and using opportunities as they arise. S/he takes initiative displaying imagination and creativity, which in turn, inspires other children.

Health and Lifestyle

<u>Laever's Developmental Domain:</u> N/A	<u>Multiple Intelligences:</u> Practically, Body and Self Smart	<u>National Curriculum Areas:</u> Design Technology, Science
Definition:		
Key Aims:		
<ul style="list-style-type: none"> • To enjoy and learn how to cook and apply the principles of nutrition and healthy eating. • To learn how to feed themselves and others affordably and well, now and in later life. • To know how to live a healthy, active life. 		

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Key Areas:	<ul style="list-style-type: none"> • Cooking and nutrition, exercise, the body, teeth
Key strategies, attitudes, understanding and knowledge:	<p>The children are able to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions
Key Contexts:	Lunchtime, cooking, gardening, weekly workshops, visits, choice and challenge, PE.



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